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Judy Edmundson

Eastern Illinois University

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A STUDY OF THE USE OF STUDENT PERCEPTIONS
FOR COUNSELOR EVALUATIONS,
ACCOUNTABILITY AND RECOGNITION
(TITLE)

BY

Judy Edmundson

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1988
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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A STUDY OF THE USE OF STUDENT PERCEPTIONS
FOR COUNSELOR EVALUATION,
ACCOUNTABILITY, AND RECOGNITION

BY

Judy Edmundson

B.S., Eastern Illinois University, 1976

M.S., Eastern Illinois University, 1988

ABSTRACT OF THESIS

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the
Graduate School of Eastern Illinois University

CHARLESTON, ILLINOIS

1988

ABSTRACT

The purpose of this study was to gather information from students in order to measure student perceptions of the counselors' role and the counseling services provided in ten rural school districts. Of the total student population of 1,277 students, 1,150 surveys were administered and completed for 100% response. The respondents represented students from grades nine through twelve. The survey gathered information by having the students respond to 25 statements as: Are the counseling services for your school satisfactory? Do you need more? Do you need much more? All data were tallied by hand for each respondent in each district. The results were analyzed for student perception of satisfaction in each of the key components for comprehensive counseling and guidance as recommended by the Illinois State Board of Education. The survey was designed to examine the possibilities of using student perception as a combination needs assessment and evaluation that the counselor could then use as a tool for accountability and recognition. Evaluations of each statement revealed a mean score of 61.3% "Satisfactory" response over all ten districts. All districts support the key component areas of counseling services targeted by the Illinois State Board of Education. Analysis of districts shows that some individual districts with part

districts shows that some individual districts with part time counselors have a higher rate of satisfaction than those with full time counselors. Student satisfaction seems to depend more on the individual, and the types of services offered than the availability of full time over part time counselors. Statistics supported the conclusion that student perception can be a valuable tool for evaluation, accountability, and recognition if this feedback is collected regularly, analyzed and used to reevaluate and adjust services.

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CHAPTER I

OVERVIEW OF THE PROBLEM

INTRODUCTION

...Societal forces are indeed threatening the existence of school guidance programs. Public lack of confidence in education, the ever-tightening economy and fiscal outlook, and nationwide social and political conservatism all illustrate the importance of careful planning and documentation of results (Lombana, 1985, p. 340).

Literature of the past two decades identifies both ideal and actual counselor functions. A consistent clear definition of counselor functions is important for a strong counseling profession. Ideal and actual functions must be congruent with the philosophy of the profession (Hutchinson, Barrick, & Groves, 1986, pp. 87-91). The following statement was written in an attempt to identify and clarify the role of the school counselor:

The National Association believes that the professional identity of the school counselor is derived from a unique preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting (Miller, 1981, p. 7).

The prime goal of the school is the educational growth and development of students. There are many persons within the school milieu who share the responsibility of providing necessary stimuli for this growth and development. In order to help accomplish this goal the counselor needs to identify areas of need, to solicit feedback on perception of services, and to reach some compromise in order to move toward a more acceptable role for self and more meaningful services for students (Kandor, Pulvinia, & Stevic, 1971, p. 373).

Wagenaar (1982) reported that a panel of the nation's "best and brightest" high school seniors convened recently and identified inadequate counseling services as one of the nine major problems in the nation's high schools. According to Herr (1986), individuals both in and out of the counseling profession question whether school counseling is now obsolete or irrelevant. Although others speak of its imminent demise and disappearance, Herr points out that "There seems to be considerable evidence that some observers view school counselors as quite relevant, even essential to achieving certain educational goals" (Herr, 1986, pp. 7-9).

The current criticism of education reached its zenith in 1983, with publication of the federal government's A Nation At Risk. Counselors had gone from being viewed as effective to be viewed as treasonous and incompetent.

According to George (1986) the school effectiveness programs have tremendous implications for the work of school counselors. George feels that for schools to become more effective they must become more affective. The school counselor is the person most likely to be successful in stimulating schools to move in this direction (George, 1986, pp. 179-183).

Numerous investigations have been concerned with some facet of the counselor's role. Results have some minimal evidence that counselors are dissatisfied with certain functions or confused as to proper role and function (Muro, & Revello, 1970, pp. 193-198). The identity of the counselor is inevitably determined by what he does. The counselor is what he does. He is perceived according to the serviceable functions emphasized (Van Riper, 1971, pp. 53-57). In this time of rising inflation and economic cutbacks, counselors are often asked to perform administrative and clerical tasks. This creates confusion regarding the counselors actual role and function. Counselors need to seek input as to high-priority functions (Helms, & Ibrahim, 1985, pp. 266-273).

There is no doubt that counselors do good things for people. It is necessary to evaluate and document the good things counselors accomplish. Anything that improves the effectiveness of counseling for clients

also benefits counselors, teachers, administrators, parents, and the general public. There is abundant literature on educational accountability and educational accountability is being mandated by legislatures. An effective accountability system would benefit all involved if it is implemented in an encouraging atmosphere that allows experimentation and considers failure acceptable and inevitable. Systematic feedback has been shown to increase successful outcome proportions (Krumboltz, 1974, pp. 639-646).

Counseling personnel in many schools are being reduced or positions are being eliminated due to a budget crises brought about partly by tight budgets and parents complaints, a mandate exists from the general public for counselor accountability.

The clients (students) are perhaps the most pertinent sources for significant input because of their direct personal involvement. Unfortunately, their perceptions and needs are sometimes overlooked" (Hutchinson, & Bottorff, 1986, pp. 350-351).

Educational accountability is a task to be shared by all concerned. Counselors in the 1980's are not the first to be scrutinized and held accountable. Literature ranging from the early 1970's to the late 1980's makes it evident that role clarifications and accountability have been studied and suggested as necessary for efficient and

successful counselors. The evaluation tools and approaches take many forms, ranging from informal and subjective methods to formalized means with the use of instruments. One promising method focuses on student perceptions (Wiggins, & Moody, 1987, p. 353).

How effective was the counselor's accomplishment, as perceived by significant others?

...it is recommended that school counselors engage in an annual needs assessment of their consumers in terms of service delivery and that they use this information to educate the public both on counselor role and function issues... (Helms, & Ibrahim, 1985, p. 273).

...student involvement with and reactions to various counseling resources are far more salient for predicting their ratings of quality services than any of the counseling activity variables as reported by counselors (Wagenaar, 1982, p. 199).

STATEMENT OF PURPOSE

This study was conducted to gather information from students in order to measure student perceptions of the counselors' role and the counseling services provided in their schools. Specifically, it was designed to examine the possibilities of using student perception as a combination needs assessment and evaluation that the

counselor could then use as a tool for accountability and recognition. The survey gathered information to answer the following questions: Are the counseling services for your school satisfactory? Do you need more? Do you need much more? Are the key components for comprehensive counseling and guidance as recommended by the Illinois State Board of Education (Regional Education for Employment Plan, Illinois State Board of Education, 1986) Being satisfied? -- i.e., are counseling services being provided in the areas of:

1. General Counseling (Facilitate students in understanding self, personal goals, values, and needs).
2. Assessment and Evaluation (Assist students and staff in understanding their interests, skills, and abilities in relationships to future education, preparation, and career choices).
3. Career Information (Assist students in understanding and learning about labor market trends, occupations, and careers which match their interests, skills and abilities).
4. Education/Career Planning (Assist students to understand and utilize decision-making skills, and apply these skills in the selection of courses and programs in planning for the future).

5. Placement (Assist students to make a smooth transition from education to employment or further education or training).
6. Special Needs (Assist students with additional needs including students who are disadvantaged, handicapped, limited-English-proficient, single parents, homemakers, or at-risk youth. Assistance includes: identification, assessment, career planning, counseling and other support services via referrals to other agencies).
7. Sex Equity (Provide information and guidance to all students and staff which will increase their awareness of nontraditional career options.)
(Illinois State Board of Education, 1988).

Information from this study could be valuable for: measurement of students perceptions of counselor services meeting needs; possible revision of program goals, increasing overall image of counseling as an integral part of the school program; increasing awareness of counseling services and possible support for the importance of full-time counselors in the public schools.

CHAPTER II

LITERATURE REVIEW

Guidance counselors and the counseling services have been examined and scrutinized through decades of changing roles and societal expectations. Literature that provides information on the history, identity, roles, functions, perceptions, evaluations, and accountability of guidance counselors was researched.

COUNSELING HISTORY

Although there is as yet no single definitive history of the school guidance movement, all guidance counselors should be in touch with their professional roots. The guidance movement emerged during the early 1900's as a natural consequence of the conditions during the period-urbanization, social reform, immigration, and industrialization. The main emphasis of early guidance was providing vocational guidance (Beale, 1986, pp. 14-16).

Jesse B. Davis, a Detroit school administrator between 1889 and 1907, is generally credited with making guidance an accepted part of school curriculum. In 1962 a book by C. Gilbert Wrenn, The Counselor In A Changing World, advocated reduced counselor-student ratios. The first professional guidance organization in America, The American School Counselor Association, was formed in 1952 (Beale, 1986).

In the 1950's the influence of Carl Rogers had a profound effect on counseling. Counselors began devoting as much time to counseling as to testing and counseling rather than guidance received the bulk of attention in professional literature. The National Defense Education Act of 1958 had a profound impact on increasing the numbers of counselors.

Beale suggests that pressing day-to-day concerns and the array of opportunities and new frontiers make it easy for counselors to pause and review historical development of their profession. "But by taking time to reflect, school counselors may develop an enhanced professional perspective that will enable them to chart a clearer course of the future..." (Beale, 1986, p. 16).

COUNSELOR IDENTITY

What is the counselor's image? Is it one of a person too busy to schedule appointments? A counselor needs exposure. Students need to get to know their counselors on a more personal basis. It is not atmosphere that makes a counselor, it can only complement character. "...if people are not sensitive and understanding, if they are not fair and willing to compromise, they are not likely to be effective in any situation" (Pike, 1973, p. 112). In a student-surrounded atmosphere effective counselors are likely to excel, to do more than they

already do for their students. The "serviceable" counselor may do a good job, but will not have the life-affecting rapport with students (Pike, 1986).

Counselors serving different school populations function differently because of the variations in students and districts (Miller, 1981, p. 9). The school counselor's identity is inevitably determined by what he or she does (Van Riper, 1971, p. 53). Whatever their personal image or situation, school counselors must have a professional commitment to students, parents, teachers, administrators, community and to the profession.

COUNSELOR ROLE CHANGES

The bulk of the counseling literature researched dealt with role confusion and role changes experienced by guidance counselors. In 1970, Muro and Revello reported that numerous investigations had been concerned with some facet of the role of the secondary school counselor. They felt there was minimal evidence that counselors were either dissatisfied with certain functions or were confused as to their proper role and function. Muro and Revello conducted a study to attempt to discover if counselors and students held similar perceptions of guidance services performed. Additionally, they attempted to discover if students viewed counselors as providing assistance in educational-vocational goals or with personal concerns.

Results of the study indicated that discrepancies exist between student and counselor perceptions of services. These students indicated the counselor provides information and assists most in college placement (Muro, & Revello, 1970, pp. 193-198).

In 1971 a study was undertaken to attempt to resolve some of the confusion and to improve communication among building staffs about the secondary counselor's role. The results of this study indicated that disagreement in perceptions arise from the necessity of counselors performing duties outside the counseling paradigm. Many of these duties resemble those of administrators, attendance officers, secretaries, and clerks (Maser, 1971, pp. 367-372).

In 1980 G. Dean Miller incorporated previous role statements at the invitation of ASCA Officers. This role statement was approved by the 1980-81 ASCA Governing Board. This statement committed to public record certain professional responsibilities and identified a set of philosophic assumptions about the conditions under which important psychological growth occurred. Miller described the counselor as a school-based member of student support-services teams that was to act as developmental facilitator. Counseling and guidance were described as an integral function in the school. Developmentally oriented guidance curriculums were to provide direct interaction with students.

...in the United States, schools are concerned about the individual student, and it is through the concept of guidance that efforts are directed toward personalizing the school experience in a developmental way..." (Miller, 1981, p. 7).

Counselors need to consider the results of studies and examine the congruence between their programs and how they are viewed. The issue of role definition does not have easy answers. Counselors serve several publics-administrators, community, parents, teachers, and students. Unfortunately, these publics often have conflicting expectations. It could easily be seen as a virtually impossible job with multitudinous demands. Consequently, counseling must determine priorities and systematically strive to implement these priorities. A visible, well-defined, and carefully evaluated program will greatly help others understand role (Bonebrake, & Borgers, 1984, p. 1940).

There is no doubt that in some areas school counselors have been reduced in numbers. It might be possible to reduce the status of counseling in a particular district, but the status of counseling across the nation is not so easy to make obsolete. Counseling can take on different forms and different purposes in different settings. Therefore, counseling has different types of relevance depending on the needs of the nation or of the district

at any given time. As social and economic conditions change, expectations for counselor functions will change. There is evidence of national support for school counselors (Herr, 1986, pp. 7-9).

The Carl D. Perkins Vocational Education Act of 1985 is literally filled with indication of the importance of counseling. This legislation indicates that career guidance or counseling functions should be discharged by professionally trained counselors. This is an important language change in legislation. It affirms that school counselors are relevant to the choice of and success in vocational education (Herr, 1986, pp. 7-9).

Additional national support comes from the National Commission on Secondary Vocational Education. The commission's report supports the counselor roles beyond vocational education students. The Carnegie Foundation for the Advancement of Teaching is unequivocal in its support of guidance as a critical need. The report recognizes that counselors are busy with multiple expectations and an overload of students of more than 600 to one in some schools. The plea in this report is to expand guidance services.

Herr concludes that the roles of counselors have been stretched and the essential purposes have become increasingly diffuse and vague. Herr sees counselors as,

Relevant to the achievement of individual educational excellence: To assisting students plan, choose, and succeed in vocational education and in higher education; and to helping students cope with a wide range of developmental and social dilemmas..." (Herr, 1986, p. 13)

COUNSELING SERVICES

Since the counselor is what he does, counselors are more closely identified by some of the functions they perform than others. The extent to which one emphasizes certain services will determine how one is perceived (Van Riper, 1971, pp. 53-56).

For schools to become more effective they must become more affective and the counselor is the person able to stimulate schools to move in the direction of school improvement by dealing with the wholeness of persons. In many schools the counselor may be the only one who recognizes the need to focus on academics and personal development. It is important to meet both academic and affective needs to have a successful school program. Paul S. George (1986, pp. 178-197) suggest that the counselor might be called an "educational ombudsman," the one person in the school who assumes the responsibility for ensuring that fundamental program components are implemented. George believes that the counselors will

find the time and energy to perform these new counseling services creating an "affective oasis". No one is more child-centered or better able to point out that students are much more than cognitive beings. George points out that there is no inherent conflict between the need to raise test scores and the need to attend to the affective side of students' lives.

The counselor possesses skills as a group facilitator that will help students meet the human need to be an important part of an important group. This role of helping student's adapt themselves in ways that permit enjoying valid group membership will be a comfortable service for most counselors. George feels that if counselors do not accept the responsibility to provide these additional services "the consequences for school life in the near future will be ominous." George states that the national obsession with testing, credit accumulation, tracking, and negative thinking as a way of life can only move the schools closer and closer to institutions in which "human beings are perceived as nothing more than products and in which all of the goals counselors espouse will be imperiled" (George, 1986, p. 187).

In addition to meeting student's affective needs and providing all general counseling services, the counselor must provide additional specific counseling services including, but not limited to: assessment, career

information, educational and career planning, placement, special needs, and sex equity.

Counselors are charged with helping students "gather information, explore options, and consider alternative plans during this stage of career decision making" (Noeth, Engen, & Noeth, 1984, p. 240). Whether students are choosing an occupation, finding their first full-time job, or choosing a college it is an important major decision that needs to be weighed carefully. Although these decisions are not irrevocable, they carry pressure generated by expectations from parents, educators, peers and self.

A study of 1,200 college-bound high school seniors revealed that these students indicated receiving a low level of help from counselors. Half of the students felt that counselors were not helpful in making career decisions. The results of this particular study suggests a need for consistent self-evaluation and self-examination concerning career decision making services (Noeth, Engen, & Noeth, 1984, pp. 240-246).

Cochran (1974, pp. 582-585) points out that change is occurring in the nature of occupations, in skill levels, and in work values. This article was written in 1974 but many of the issues are applicable in 1988. Most students understand that education is a key ingredient in preparation for employment, but it does not always

have to be a four year college degree. Cochran is urging counselors to work with and for all students, to visually demonstrate a broad-based understanding of the world of work so that equal and comprehensive counseling and guidance services can be provided for all individuals, not just college bound (1974).

Cochran (1971) states that students in vocational curriculums, along with other noncollege-bound students have long been the "stepchildren of the American educational system." Although literature reveals that a major portion of the counselors' time is required for college planning, national support for vocational education and counselor services is in the process of changing the situation.

"Are guidance counselors somehow being devoured by the college selection process?" "Have counselors been spending most of the school year with seniors, largely ignoring their other clients?" Jack H. Ragsdale, Jr. (1987, pp. 384-386) suggests that an inordinate amount of time and energy are being given to college placement in a time when counselors have limited time and resources due to societal expectation and budget cuts. Ragsdale suggests that counselors need to develop healthier perspectives on the process of college placement. To reclaim their profession and to insist that they be available to students for counseling services in an age

of great personal counseling needs. Ragsdale suggests that counselors' shelves are filled with books on SAT preparation and college information and the books on counseling are often missing and seldom referred to.

Chapman and Gill (1981, pp. 348-354) state that counselors are extremely positive about their role in helping students choose a college. Counselors believed they were influential and provided accurate information. However, analyzed data on approximately 80,000 students as a part of Project Scope, did not entirely reflect this sense of accomplishment. The reports from Project Scope tie students' rating of guidance counselors' effectiveness in college advising to whether students went to college and the type of institution they chose to attend. Forty percent of those attending a four year college rated the counseling as helpful or very helpful. The ratings dropped to 34% for those attending junior colleges and to 28% for those choosing not to go to college. In this scope study only 22% of the students rated the school counselor as the most helpful person they had consulted and 43% indicated that the choice had not been discussed with a counselor (Chapman, & Gill, 1981, pp. 348-354).

A study by Chapman and DeMasi (1984, pp. 3-7) reveals that counselors report spending about 20% of their time in college advising. At the same time the counselors

indicated a need for increasing allocated time for personal/interpersonal counseling. The counselor's role in college advising has been under considerable discussion during the last five years. Postsecondary choices available to students have expanded, college choices are more complex, and colleges have aggressive recruiting practices at a time when school districts have tightened budgets and cut staff. Post secondary decisions are more complex at a time when the people most responsible for supplying this service to students have less time available due to heavier counseling and advisement loads as well as extra duties (Chapman, & DeMasi, 1984, pp. 3-7).

The added complexity of postsecondary choices may also bring increased need for personal counseling. Counselors need to continually reexamine their current college advising activities and prepare for changing pressures in the future (Chapman, & Gill, 1981, p. 354).

Another issues facing counselors is the practice of providing nonbiased counseling techniques in daily interactions with students (Griffin, 1982, pp. 205-207). Griffin reminds that sexism is ingrained and sexist behavior is so automatic that counselors may be unaware of the subtleties of sexist practices. In the spring of 1979 a study was undertaken to examine counselor compliance with guidelines established by Title IX.

Results indicated that the majority of the respondents were performing sex-fair/sex-affirmative counseling procedures. The research highlighted the importance of inservice and training workshops as this exposure has a positive affect on counselor-student interactions.

The issue of sex fairness in counseling provokes considerable discussion. One study (Bernard, & Gilliland, 1981, pp. 34-39) integrates several independent areas of research related to sex bias in counseling. Twenty-one male and forty-five female counselor trainees ranging in age from 23 to 54 were used in the study. The counselor trainees in the study did not demonstrate sexist behaviors in counseling. The findings from the study supported the thesis that increased societal awareness in conjunction with trainee's sensitivity to professional ethics promotes nonsexist counseling. The study demonstrated the feasibility of nonsex-biased behavior from ethical counselors (Bernard, & Gilliland, 1981, pp. 38-39).

A study by Cook (1981, p. 256) was conducted to assess sex differences in career choices and revealed that choices still seem to be channeled to some extent into traditional occupations. Cook concludes that information about nontraditional career options available in popular media has not by itself dismissed powerful stereotypes. Students are faced with the problem of choosing an occupation that will allow them to be

satisfied while productive. These choices should not be limited. Choices should be made based on individual assets and interests not restricted by occupational sex stereotypes (Cook, 1981, p. 260).

Do counselors serve best as generalists or specialists? What a dilemma for the counselor in the 1980's. How to be all things to all people, both generalist and specialist. How is the counselor to deal with these conflicting expectations and demands and these constant criticisms and suggestions? Until all conflicting expectancies are recognized and resolved the counselor will continue to be fragmented. It seems to be up to the counselor to demonstrate services. This might best be done through feedback of perceptions of counseling services to be used for evaluation and ultimately accountability.

PERCEPTIONS, EVALUATIONS, AND ACCOUNTABILITY

In January 1985, ASCA sponsored a National Conference on "Excellence in School Counseling". Yet, many school counselors know that they fall short of excellence. Many conditions are beyond the control of most counselors including: lack of time and funds, inadequate work space, insufficient materials to do group guidance, career and educational counseling, little clerical support. However there are conditions that can be controlled (Cole, 1986, pp. 85-86). Counselors need a written developmental guidance program. Counselors should protest acceptance

of inappropriate tasks. Counselors find personal satisfaction in personal counseling, but indecision and anxiety are stressors for youth and these come from a need for career and educational counseling. Counselors believe their effectiveness cannot be evaluated. It can be through survey and interviews about satisfaction with services (Cole, 1986).

In evaluating school counseling programs and attempting to measure student needs the students are perhaps the most pertinent sources for significant input (Hutchinson, & Bottorff, 1986, pp. 350-354). Their study sought students' assessments of expressed needs as compared to services actually received. Results of this study showed:

The largest discrepancy between the services students reported needing and the services they actually received was found in the area of career counseling. A majority of students (89%) believed they needed career counseling in high school; only 40% of the students surveyed reported that they received career counseling. Three of every five students (60%) placed counseling for personal problems in a category of high need; only one of every five students (21%) received such counseling in high school..." (Hutchinson, & Bottorff, 1986, p. 352).

A frequent criticism of counseling is that actual programs function differently from expressed student needs. It is imperative that counselors actively seek feedback from students. Hutchinson and Bottorff concluded that matching counselor performance with students' expectations and needs should not be dismissed or taken lightly. Discrepancies between needs and services must be identified. This is most easily done by student perception feedback.

No single source or assessment technique will provide all the answers, but continued development of methods to assess students' needs and expectations must become a priority that the counseling profession can ill afford to ignore (Hutchinson, & Bottorff, 1986, p. 354).

Conclusions by Wagenaar (1982) underscore the importance of student ratings of counselors and counseling services. Marjorie R. Sharples (1987) used teacher and student evaluation in the form of a questionnaire to evaluate her Guidance Shorts Program.

Muro and Revello (1970) conducted a study to see if counselors and students held similar perceptions of guidance services. This study revealed discrepancies between student and counselor perceptions of performance. These authors suggest that student perceptions can be changed through intensified efforts of role and service

explanations. They suggest that adolescents are hesitant in asking for help. Once the counselor evaluates the feedback perceptions, strategies may be changed to effectively offer the services perceived as lacking by students.

Educational accountability is being mandated by state legislatures and there has developed abundant literature on "accountability systems". An accountability system is "a set of procedures that collates information about accomplishments and costs to facilitate decision making" (Krumboltz, 1974, p. 639). The advantages of recognition, support and satisfaction warrant counselor efforts. An accountability system would enable counselors to: obtain feedback, select methods on basis of success, identify unmet needs, argue for attainable goals, request needed training to meet unmet needs. Kiel (1971) said systematic feedback on the results of counseling has been shown to increase the proportion of counselors' successful outcomes (Krumboltz, 1974, pp. 639-646).

A study by Wiggins and Moody (1987) focused on the promising method of evaluation of counseling by student perceptions of various counseling services. Student survey results were collated and reported on a percentage basis by school. There were seven junior high schools and four senior high schools included. From the results it was reported that a majority were sure that confidentiality

could not be ensured and that student views would not be respected. They also reported a stigma associated with visiting the counselors' offices. Counselors spending the most time in direct delivery of services received the most effective ratings. Counselors with effective counseling skills seem to use direct contact time with students doing individual and group counseling. Wiggins and Moody recommend that evaluation results be used for at least three years in order to evaluate any changes based on goals obtained from needs assessments. Measures of accountability should be built into the system. "Most of all, final analyses should contain feedback from students. An evaluation of effective counselors or effective counseling programs should be focused partly on students perceptions of help received" (Wiggins, & Moody, 1987, p. 361).

CHAPTER III

RESEARCH PROCEDURE

GENERAL DESIGN OF THE STUDY

The focus of this study was preparing a survey questionnaire to learn student perceptions of counseling services in the public schools. The survey was designed to be used by counselors as an evaluative tool that would allow them to revise or improve the counseling program in areas indicated, and to enable the counselor to use this evaluation as a tool for accountability and recognition.

POPULATION AND SAMPLE

The population studied was students enrolled in public high schools in ten rural central Illinois school districts with enrollments ranging from 80 to 460 students. The sample was 1,150 students in grades 9-12. Survey information gave the following profile of respondents: 314 students in grade 9, 278 students in grade 10, 289 students in grade 11, 259 students in grade 12.

INSTRUMENTATION

Develop A Survey Questionnaire

A simple and positively stated one page survey instrument designed to be easy to understand and easy to administer was developed by the author. The 25 statement

instrument was designed to measure student perceptions of counseling services that addressed the key components for comprehensive counseling and guidance as recommended by the Illinois State Board of Education. This instrument was developed incorporating ideas from the Illinois State Board of Education Guidance by Objective Guidelines. It also incorporated ideas from Sudmand and Bradburns, Asking Questions: A Practical Guide to Questionnaire Design. Examples of surveys from the Department of Educational Psychology and Guidance at Eastern Illinois University were also used. Guidelines, changes, deletions and additions were offered by Dr. Paul Overton, Department Head of the Department of Educational Psychology and Guidance.

PRETESTING

The final draft of the survey was pretested by having a tenth grade class complete the questionnaire. Particular attention was given to the simplicity of administration, clarity of direction and statements, and time required for completion. Administration and observation resulted in satisfaction with the targeted criteria. Students had no problems understanding directions or questions and the time involved ranged from six to twelve minutes.

DATA COLLECTION

Surveys were distributed by hand during the Fall of 1988 to ten rural schools in rural central Illinois. The survey's were administered by classroom teachers in the class setting. The surveys were then collected from the districts by hand and cooperation was acknowledged and appreciated.

DATA ANALYSIS

The survey, although simple to understand and administer, was designed to be tabulated by hand. Each survey was tabulated and analyzed by the researcher.

LIMITATIONS OF THE STUDY

The study has certain limitations. This study was administered to only students from a limited geographic area, rural central Illinois. This instrument is not as complete or complex as it might be because of the survey target population, ninth through twelfth grade students. Hand tabulation was a limitation of time.

CHAPTER IV

RESULTS AND DISCUSSION OF STUDY

Districts involved in the study are lettered A through J. School Districts A through E have full time counseling services available to students. School Districts F through J have part time counseling services available to students. High Schools A through E range in size from 137 students to 463 students for a total enrollment of 1,299 students. This is an average of one full time counselor for each 217 students. One district does have two full time counselors. High Schools F through J range in size from 70 students to 205 students for a total enrollment of 678 students. This is an average of one part time counselor for each 136 students. The amount of time each part time counselor has available for student counseling services was not available.

Of the total student population 1,150 surveys were administered and completed for 100% response. The respondents represented students from grades nine through twelve.

In the following tables and resulting information all responses are given in percentages so that comparisons can be measured from not only each individual district, but also from districts with full time counseling services

to districts with part time counseling services and so that comparisons can be made between varying enrollments.

1. PROFILE OF RESPONDENTS BY DISTRICT AND GRADE LEVEL

The 1,150 completed surveys were collected and used in the study. The only descriptive data collected about the respondents were grade levels. Table I shows the grade level of respondents by district and total. Of the 1,150 respondents in the survey: 314 or 27.3% were in grade 9, 278 or 24.2% were in grade 10, 289 or 26.0% were in grade 11, and 259 or 22.5% were in grade 12. Responses were of nearly equal distribution.

TABLE I

PROFILE OF RESPONDENTS BY DISTRICT AND GRADE LEVEL

<u>School</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>
A	23	41	44	26	134
B	38	34	49	44	165
C	36		27	32	95
D	63	41	49	24	177
E	17	18	33	34	102
F	21	32	21	38	112
G	35	36	37	23	131
H	15	19	13	19	66
I	14	15	26	19	74
J	52	42			94
Totals	314	278	299	259	1150
%	27.3	24.2	26.0	22.5	100.0

Tables two through eight show the results of the tabulations of student responses to the questions that pertain to each of the seven key component areas of counseling services as targeted by the Illinois State Board of Education. These key component areas include: general counseling; assessment and evaluation; career information; education/career planning; placement; special needs; sex equity.

2. INDIVIDUAL RESPONSE TO STATEMENTS BY SCHOOL DISTRICT PERTAINING TO THE KEY COMPONENT OF GENERAL COUNSELING

Responses to each of the 25 statements were tallied for each student by district. The students were to rank the stated counseling services for their school district as: "Satisfactory," "Need More," "Need Much More". Table 2 shows these individual responses by percentages for each school. Statements related to general counseling include all 25 of the statements on the questionnaire (See Table II).

In Districts A, B, C, and D with full time counseling services available the table shows a satisfied student population. Only in District E with a mean score of 47.4% does there appear to be less satisfaction. All five districts show similar mean scores in the "Need More" services category. The discrepancy in mean scores comes in the "Need Much More" services where District E

TABLE II

INDIVIDUAL RESPONSE TO EACH OF 25 STATEMENTS
IN THE SURVEY--BY SCHOOL DISTRICT

District	A			B			C			D			E			F			G			H			I			J		
Survey	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM
1	78	21	1	88	10	2	85	13	2	94	4	1	64	18	18	51	41	8	82	11	7	92	8	0	78	19	3	66	22	12
2	75	18	7	70	28	2	74	22	4	77	20	3	47	31	22	49	38	13	49	45	6	82	18	0	72	25	3	73	22	5
3	78	19	3	76	19	5	77	20	3	76	22	2	56	25	19	59	29	12	68	25	7	82	18	0	85	14	1	71	22	7
4	66	28	6	58	35	7	59	36	5	68	26	6	42	31	27	43	43	14	37	50	13	67	24	9	66	27	7	43	46	11
5	60	30	10	75	19	6	66	29	5	70	28	2	47	29	24	63	24	13	43	46	11	58	42	0	72	27	1	51	40	9
6	53	37	10	54	36	10	56	36	8	62	33	5	48	28	24	42	40	18	37	42	21	53	42	5	72	25	3	39	51	10
7	57	27	16	83	10	7	53	31	16	84	12	4	53	27	20	45	33	22	37	36	27	82	15	3	73	20	7	39	38	23
8	49	39	12	59	30	11	41	43	16	55	37	8	52	29	19	34	42	24	24	42	34	58	39	3	62	35	3	36	45	19
9	64	28	8	70	21	9	67	25	8	80	15	5	33	39	28	54	27	19	44	42	14	62	33	5	80	17	3	40	45	15
10	57	31	12	70	23	7	64	29	7	84	13	3	52	28	20	53	39	8	52	33	15	82	15	3	78	18	4	50	36	14
11	52	33	15	68	21	11	51	34	15	58	29	13	40	34	26	51	26	23	56	26	18	74	17	9	91	5	4	41	35	24
12	31	44	25	53	33	14	46	41	13	53	40	7	26	43	31	38	36	26	27	45	28	86	12	1	69	31	0	29	40	31
13	65	28	7	65	28	7	59	34	7	69	26	5	48	26	26	46	40	14	39	43	18	67	31	2	76	20	4	43	44	13
14	54	39	7	58	32	10	66	30	4	59	37	4	38	33	29	38	46	16	45	41	14	58	36	6	69	27	4	51	39	10
15	66	31	3	68	25	7	77	22	1	69	28	3	46	30	24	52	32	16	49	36	15	79	21	0	77	22	1	60	34	0
16	78	18	4	75	21	4	79	20	1	79	18	3	58	19	23	64	29	7	62	32	6	79	16	5	78	19	3	60	29	11
17	70	20	10	70	23	7	58	38	4	77	16	7	55	25	20	55	36	9	47	35	18	59	41	0	78	21	1	59	27	14
18	67	29	4	58	33	9	58	38	4	67	28	5	55	20	25	41	41	18	51	36	13	70	27	3	66	31	3	50	44	6
19	69	25	6	54	37	9	69	26	5	68	26	6	51	26	23	48	36	16	47	39	14	65	32	3	54	41	5	40	50	10
20	66	27	7	70	24	6	68	24	8	78	17	5	45	30	25	53	36	11	41	44	15	68	27	5	76	23	1	44	41	15
21	71	22	7	71	22	7	74	19	7	80	16	4	50	26	24	48	39	13	48	38	14	77	21	2	78	19	3	56	33	11
22	84	13	3	79	14	7	76	19	5	91	8	1	46	28	26	69	24	7	63	25	12	76	21	3	87	12	1	67	24	9
23	69	21	10	65	24	11	65	30	5	75	22	3	42	29	29	42	41	17	47	32	21	65	32	3	68	29	3	54	39	7
24	78	18	4	68	26	6	81	15	4	64	31	5	51	25	24	57	32	11	60	26	14	79	21	0	80	20	0	64	29	7
25	52	40	8	67	23	10	64	33	3	62	33	5	41	24	35	43	40	17	50	38	12	71	29	0	72	25	3	51	36	13
N	134			165			95			177			102			112			131			66			74			94		
Mean	64.4	27.4	8.2	67.7	24.7	7.6	65.3	28.3	6.4	72.0	23.4	4.6	47.4	28.1	24.5	49.5	35.6	14.9	48.2	36.3	15.5	71.6	25.5	2.9	74.3	22.9	2.8	51.1	36.4	12.5
Med.	66	28	7	68	24	7	66	29	5	70	26	3	48	28	24	49	36	14	47	38	14	74	24	3	76	22	3	51	38	11

S = Satisfactory

*figures are listed in percentages

NM = Need More

NMM = Need Much More

has a mean score of 24.5% which is 16% higher than the highest mean score of the other districts.

In Districts H and I with only part time counseling services available the table shows a satisfied student population. In Districts F, G, and J there appears to be less satisfaction.

In all ten districts there are only twenty times out of a possible 250 (8%) where a "Need More" percentage is higher than a "Satisfied" column. There is no instance of a "Need Much More" column being larger. Evaluations of each statement revealed that there was consistently noticeable change in satisfaction with question eight, "Provides group counseling opportunities," and question twelve, "Identifies and prevents potential dropouts". This would indicate that these areas might be areas of concern for counselors. Evaluation of all responses to question number one, "Provides orientation for high school" revealed that students are well satisfied and indicated that counselors are doing an outstanding job in this area.

A total mean score of 61.3% in the "Satisfactory" category over all ten districts indicates that students overall are satisfied with the counseling services being provided. Only 10% or one in ten students surveyed in all districts felt they needed "Much More" than they

were receiving. As a group, the five districts with full time counseling services available had 10,902 "Satisfactory" responses for a total mean score of 64.8%. The five districts with part time counseling services available had 6,720 "Satisfactory" responses for a total mean score of 56.4%. Students in the districts with part time counseling, although generally satisfied with services, are 8.4% less satisfied than the students in districts with full time counseling services available.

3. RESPONSE TO STATEMENTS PERTAINING TO THE KEY COMPONENT OF ASSESSMENT AND EVALUATION

In districts with full time counseling services available only District E has a mean score of under 50% satisfaction. Mean scores in the "Need More" services category are similar, but there is marked discrepancy in mean scores in the "Need Much More" services category between District E and the other full time counseling districts. This would be an indication of opportunity to use this tool for positive reaction and evaluation of meeting student needs. (See Table III).

In the part time counseling districts Schools F, G, and J seem to be much less "Satisfied" overall than the respondents in Schools H and I. There is less discrepancy in the responses to the "Need More" and "Need Much More" categories.

TABLE III

RESPONSE TO STATEMENTS RELATING TO THE
KEY COMPONENT OF ASSESSMENT AND EVALUATION

District	A			B			C			D			E			F			G			H			I			J		
Survey	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM
2	75	18	7	70	28	2	74	22	4	77	20	3	47	31	22	49	38	13	49	45	6	82	18	0	72	25	3	73	22	5
3	78	19	3	76	19	5	77	20	3	76	22	2	56	25	19	59	29	12	68	25	7	82	18	0	85	14	1	71	22	7
4	66	28	6	58	35	7	59	36	5	68	26	6	42	31	27	43	43	14	37	50	13	67	24	9	66	27	7	43	46	11
13	65	28	7	65	28	7	59	34	7	69	26	5	48	26	26	46	40	14	39	43	18	67	31	2	76	20	4	43	44	13
14	54	39	7	58	32	10	66	30	4	59	37	4	38	33	29	38	46	16	45	41	14	58	36	6	69	27	4	51	39	10
15	66	31	3	68	25	7	77	22	1	69	28	3	46	30	24	52	32	16	49	36	15	79	21	0	77	22	1	60	34	6
16	78	18	4	75	21	4	79	20	1	79	18	3	58	19	23	64	29	7	62	32	6	79	16	5	78	19	3	60	29	11
N	134			165			95			177			102			112			131			66			74			94		
Mean	68.9	25.9	5.2	67.1	26.9	6.0	70.1	26.3	3.6	71.0	25.3	3.7	47.9	27.9	24.2	50.1	36.8	13.1	49.9	38.9	11.2	73.4	23.5	3.1	74.7	22.0	3.3	57.3	33.7	9.0
Med.	66	28	6	68	28	7	74	22	4	69	26	3	48	30	24	49	38	14	49	41	13	79	21	2	78	22	3	60	34	11
S = Satisfactory																														
NM = Need More																														
NMM = Need Much More																														
*figures are listed in percentages																														

TABLE III (Continued)

RESPONSE TO STATEMENTS RELATING TO THE
KEY COMPONENT OF ASSESSMENT AND EVALUATION

District	Totals--All			Totals--Full Time			Totals--Part Time		
Survey	S	NM	NMM	S	NM	NMM	S	NM	NMM
2	67	27	6	70	24	6	62	32	6
3	72	22	6	73	21	6	71	23	6
4	55	35	10	60	31	9	48	41	11
13	58	32	10	63	28	9	50	38	12
14	54	36	10	56	34	10	50	39	11
15	63	29	8	66	27	7	60	31	9
16	72	22	6	75	19	6	67	27	6
N	1150			673			477		
Mean	63.0	29.0	8.0	66.1	26.3	7.6	58.3	33.0	8.7
Med.	64	29	8	66	27	7	60	32	9
S = Satisfactory									
NM = Need More									
NMM = Need Much More									
*figures are listed in percentages									

The overall response to statements relating to the key components of assessment and evaluation from the ten districts shows a mean score of 63.0% in the "Satisfactory" category. In breaking down each of the eight items in the satisfactory category, the survey shows a low of 54% in response to statement 4, "Teaches self-help skills", to a high of 72% in response to statement 3, "Helps with yearly scheduling of classes". The total full time table shows a mean score of 66.1% in the "Satisfactory" category. The total part time table shows a mean score of 58.3% in the "Satisfactory" category. The part time counseling districts show a 9.8% lower satisfaction than the full time districts as a group.

4. RESPONSE TO STATEMENTS RELATING TO THE KEY COMPONENT OF CAREER INFORMATION

Districts with full time counseling services available again show a noticeable variance with "Satisfactory" responses from District E. The five districts show similar mean scores in the "Need More" services category. The variance is evident in the "Needs Much More" category with District E showing 17.4% higher response. These statistics support the importance of recognizing client feedback as possible needs assessment information (See Table IV).

TABLE IV

RESPONSE TO STATEMENTS RELATING TO THE
KEY COMPONENT OF CAREER INFORMATION

District	A			B			C			D			E			F			G			H			I			J		
Survey	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM
4	66	28	6	58	35	7	59	36	5	68	26	6	42	31	27	43	43	14	37	50	13	67	24	9	66	27	7	43	46	11
12	31	44	25	53	33	14	46	41	13	53	40	7	26	43	31	38	36	26	27	45	28	86	12	2	69	31	0	29	40	31
13	65	28	7	65	28	7	59	34	7	69	26	5	48	26	26	46	40	14	39	43	18	67	31	2	76	20	4	43	44	13
17	70	20	10	70	23	7	58	37	5	77	16	7	55	25	20	55	36	9	47	35	18	59	41	0	78	21	1	59	27	14
18	67	29	4	58	33	9	58	38	4	67	28	5	55	20	25	41	41	18	51	36	13	70	27	3	66	31	3	50	44	6
19	69	25	6	54	37	9	69	26	5	68	26	6	51	26	23	48	36	16	47	39	14	65	32	3	54	41	5	40	50	10
20	66	27	7	70	24	6	68	24	8	78	17	5	45	30	25	53	36	11	41	44	15	68	27	5	76	23	1	44	41	15
25	52	40	8	67	23	10	64	33	3	62	33	5	41	24	35	43	40	17	50	38	12	71	29	0	72	25	3	51	36	13
N	134			165			95			177			102			112			131			66			74			94		
Mean	60.8	30.1	9.1	61.9	29.5	8.6	60.1	33.6	6.3	67.8	26.5	5.7	45.4	28.1	26.5	45.9	38.5	15.6	42.4	41.3	16.3	69.1	27.9	3.0	69.6	27.4	3.0	44.9	41.0	14.1
Med.	66	28	7	61.5	30.5	9	59	35	5	68	26	5.5	46.5	26	25.5	44.5	38	15.5	44	41	14.5	67.5	28	3	70.5	26	3	43.5	42.5	13.5

S = Satisfactory

*figures are listed in percentages

NM = Need More

NMM = Need Much More

TABLE IV (Continued)

RESPONSE TO STATEMENTS RELATING TO THE
KEY COMPONENT OF CAREER INFORMATION

District	Totals-All			Totals-Full Time			Totals-Part Time		
Survey	S	NM	NMM	S	NM	NMM	S	NM	NMM
4	55	35	10	60	31	9	48	41	11
12	44	38	18	44	39	17	44	35	21
13	58	32	10	63	28	9	50	38	12
17	63	27	10	68	23	9	58	32	10
18	58	33	9	62	29	9	53	37	10
19	57	33	10	62	29	9	50	40	10
20	62	29	9	67	24	9	54	36	10
25	57	32	11	58	31	11	56	34	10
N	1150			673			477		
Mean	56.8	32.4	10.8	60.5	29.3	10.2	51.6	36.6	11.8
Med.	57.5	32.5	10	62	29	9	53.5	36.5	10

S = Satisfactory

*figures are listed in percentages

NM = Need More

NMM = Need Much More

In districts with part time counseling services available Districts H and I had 69% "Satisfactory". There is over 20% fewer "Satisfactory" responses from the students in Districts F, G, and H. This variance in satisfied students would warrant investigation and reevaluation of curriculum programs.

The overall response to statements relating to the key component of career information shows a mean score of 56.8% in the "Satisfactory" category. Total full time districts show a mean score of 60.5% in the "Satisfactory" category. Total part time districts show a mean score of 51.6% in the "Satisfactory" category. Career information might be a key component of services to receive further evaluation.

5. RESPONSE TO STATEMENTS RELATING TO THE KEY COMPONENT OF EDUCATIONAL/CAREER PLANNING

Districts A, B, C, and D had little variance in the respective percents. District E again showed less student satisfaction. Twenty-four percent of the students felt they needed much more in the area of educational/career planning (See Table V).

In Districts H and I there is a high degree of satisfaction. Districts F, G, and J reflect over 20% less satisfaction with their educational/career planning

TABLE V

RESPONSE TO STATEMENTS RELATING TO THE
KEY COMPONENT OF EDUCATIONAL/CAREER PLANNING

District	A			B			C			D			E			F			G			H			I			J		
Survey	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM
1	78	21	1	88	10	2	85	13	2	95	4	1	64	18	18	51	41	8	82	11	7	92	8	0	78	19	3	66	22	12
2	75	18	7	70	28	2	74	22	4	77	20	3	47	31	22	49	38	13	49	45	6	82	18	0	72	25	3	73	22	5
3	78	19	3	76	19	5	77	20	3	76	22	2	56	25	19	59	29	12	68	25	7	82	18	0	85	14	1	71	22	7
4	66	28	6	58	35	7	59	36	5	68	26	6	42	31	27	43	43	14	37	50	13	67	24	9	66	27	7	43	46	11
5	60	30	10	75	19	6	66	29	5	70	28	2	47	29	24	63	24	13	43	46	11	58	42	0	72	27	1	51	40	9
6	53	37	10	54	36	10	56	36	8	62	33	5	48	28	24	42	40	18	37	42	21	53	42	5	72	25	3	39	51	10
13	65	28	7	65	28	7	59	34	7	69	26	5	48	26	26	46	40	14	39	43	18	67	31	2	76	20	4	43	44	13
14	54	39	7	58	32	10	66	30	4	59	37	4	38	33	29	38	46	16	45	41	14	58	36	6	69	27	4	51	39	10
15	66	31	3	68	25	7	77	22	1	69	28	3	46	30	24	53	32	16	49	36	15	79	21	0	77	22	1	60	34	6
16	78	18	4	75	21	4	79	20	1	79	18	3	58	19	23	64	29	7	62	32	6	79	16	5	78	19	3	60	29	11
17	70	20	10	70	23	7	58	38	4	77	16	7	55	25	20	55	36	9	47	35	18	59	41	0	78	21	1	59	27	14
18	67	29	4	58	33	9	58	38	4	67	28	5	55	20	25	41	41	18	51	36	13	70	27	3	66	31	3	50	44	6
19	69	25	6	54	37	9	69	26	5	68	26	6	51	26	23	48	36	16	47	39	14	65	32	3	54	41	5	40	50	10
20	66	27	7	70	24	6	68	24	8	78	17	5	45	30	25	53	36	11	41	44	15	68	27	5	76	23	1	44	41	15
21	71	22	7	71	22	7	74	19	7	80	16	4	50	26	24	48	39	13	48	38	14	77	21	2	78	19	3	56	33	11
22	84	13	3	79	14	7	76	19	5	91	8	1	46	28	26	69	24	7	63	25	12	76	21	3	87	12	1	67	24	9
23	69	21	10	65	24	11	65	30	5	75	22	3	42	29	29	42	41	17	47	32	21	65	32	3	68	29	3	54	39	7
24	78	18	4	68	26	6	81	15	4	64	31	5	51	25	24	57	32	11	60	26	14	79	21	0	80	20	0	64	29	7
N	134			165			95			177			102			112			131			66			74			94		
Mean	69.3	24.7	6.0	67.9	25.3	6.8	69.3	26.2	4.5	73.6	22.6	3.8	49.4	26.6	24.0	51.1	35.9	13.0	50.8	35.9	13.3	70.9	26.6	2.5	74.0	23.4	2.6	55.1	35.3	9.6
Med.	69	23.5	7	69	24.5	7	68.5	25	4.5	72.5	24	4	48	27	24	50	37	14	47.5	37	14	69	25.5	2.5	76	22.5	3	55	36.5	10
S = Satisfactory																														
NM = Need More																														
NMM = Need Much More																														
*figures are listed in percentages																														

TABLE V
RESPONSE TO STATEMENTS RELATING TO THE
KEY COMPONENT OF EDUCATIONAL/CAREER PLANNING

District	Totals-All			Totals-Full Time			Totals-Part Time		
<u>Survey</u>	<u>S</u>	<u>NM</u>	<u>NMM</u>	<u>S</u>	<u>NM</u>	<u>NMM</u>	<u>S</u>	<u>NM</u>	<u>NMM</u>
1	79	16	5	84	12	4	73	21	6
2	67	27	6	70	23	7	62	32	6
3	72	22	6	73	21	6	71	23	6
4	55	35	10	60	30	10	48	41	11
5	61	31	8	65	27	8	56	36	8
6	51	38	11	55	34	11	46	41	13
13	58	32	10	63	28	9	50	38	12
14	54	36	10	56	34	10	50	39	11
15	63	29	8	66	27	7	60	31	9
16	72	22	6	75	19	6	67	27	6
17	64	27	9	68	23	9	58	32	10
18	58	33	9	62	29	9	53	37	10
19	57	33	10	62	29	9	50	40	10
20	62	29	9	67	24	9	54	36	10
21	65	26	9	70	21	9	58	32	10
22	75	18	7	78	15	7	71	22	7
23	60	29	11	65	25	10	53	35	12
24	67	25	8	68	24	8	65	27	8
<hr/>									
N	1150			673			477		
Mean	63.3	28.2	8.5	67.1	24.7	8.2	58.1	32.8	9.1
Med.	62	28	9	66.5	24.5	9	59	33.5	10.0

S = Satisfactory

NM = Need More

NMM = Need Much More

*figures listed in percentages

services. These districts could benefit from additional feedback in this area.

The overall response to statements relating to the key component of educational and career planning from the ten districts shows a mean score of 63.3% in the "Satisfactory" category. The total full time table shows a mean score of 67.1% in the "Satisfactory" category. The total part time table shows a mean score of 58.1% in the "Satisfactory" category. Although overall totals indicate general satisfaction in the area of educational and career planning, closer evaluation indicates this is a key component area that might need to be revised in some districts. Analysis also reveals that there is a 9% difference in the "Satisfactory" responses between full time and part time counseling services.

6. RESPONSE TO STATEMENTS RELATING TO THE KEY COMPONENT OF PLACEMENT

Districts with full time counseling services available had high total mean "Satisfactory" scores with the exception of District E (See Table VI).

Again, Districts H and I with only part time counseling services available had high mean scores of satisfied students. Districts F, G, and J showed a 20% lower satisfied response.

TABLE VI

RESPONSE TO STATEMENTS RELATING TO THE
KEY COMPONENT OF PLACEMENT

District	A			B			C			D			E			F			G			H			I			J		
Survey	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM
17	70	20	10	70	23	7	58	38	4	77	16	7	55	25	20	55	36	9	47	35	18	59	41	0	78	21	1	59	27	14
19	69	25	6	54	37	9	69	26	5	68	26	6	51	26	23	48	36	16	47	39	14	65	32	3	54	41	5	40	50	10
21	71	22	7	71	22	7	74	19	7	80	16	4	50	26	24	48	39	13	48	38	14	77	21	2	78	19	3	56	33	11
22	84	13	3	79	14	7	76	19	5	91	8	8	46	28	26	69	24	7	63	25	12	76	21	3	87	12	1	67	24	9
23	69	21	10	65	24	11	65	30	5	75	22	3	42	29	29	42	41	17	47	32	21	65	32	3	68	29	3	54	39	7
24	78	18	4	68	26	6	81	15	4	64	31	5	51	25	24	57	32	11	60	26	14	79	21	0	80	20	0	64	29	7
25	52	40	8	67	23	10	64	33	3	62	33	5	41	24	35	43	40	17	50	38	12	71	29	0	72	25	3	51	36	13
N	134			165			95			177			102			112			131			66			74			94		
Mean	70.4	22.7	6.9	67.7	24.1	8.2	69.6	25.7	4.7	73.9	21.7	4.4	48.0	26.1	25.9	51.7	35.4	12.9	51.7	33.3	15.0	70.3	28.1	1.6	73.9	23.9	2.2	55.9	34.0	10.1
Med.	70	21	7	68	23	7	69	26	5	75	22	5	50	26	24	48	36	13	48	35	14.0	71	29	2	78	21	3	56	33	10

*figures are listed in percentages

S = Satisfactory

NM = Need More

NMM = Need Much More

TABLE VI (Continued)

RESPONSE TO STATEMENTS RELATING TO THE
KEY COMPONENT OF PLACEMENT

District	Totals-All			Totals-Full Time			Totals-Part Time		
Survey	S	NM	NMM	S	NM	NMM	S	NM	NMM
17	64	27	9	68	23	9	58	32	10
19	57	33	10	62	29	9	50	40	10
21	65	26	9	70	21	9	58	32	10
22	75	18	7	78	15	7	71	22	7
23	60	29	11	65	25	10	53	35	12
24	67	25	8	68	24	8	65	27	8
25	57	32	11	58	31	11	56	34	10
N	134			165			95		
Mean	63.6	27.1	9.3	67.0	24.0	9.0	58.7	31.7	9.6
Med.	64	27	9	68	24	9	58	32	10

S = Satisfactory

NM = Need More

NMM = Need Much More

*figures are listed in percentages

The overall response to the seven statements relating to the key component of placement from the ten districts shows a mean score of 63.6% in the "Satisfactory" category. The total full time table shows a mean score of 67.0% in the "Satisfactory" category. The total part time table shows a mean score of 58.7% in the "Satisfactory" category.

7. RESPONSE TO STATEMENTS RELATED TO THE KEY COMPONENT OF SPECIAL NEEDS

Districts with full time counseling services available were consistent in student response with only District E showing noticeable variance of satisfaction See Table VII).

Districts with part time counseling services available were also consistent in student response with Districts H and I showing significantly more student satisfaction.

The overall response to statements to the key component of special needs from the ten districts shows a mean score of 59.5% in the "Satisfactory" category. This information indicates that 40.5% of the students overall would like more counseling services in this area. This seems to be a significant percent to warrant investigation or reevaluation.

TABLE VII

RESPONSE TO STATEMENTS RELATING TO THE
KEY COMPONENT OF SPECIAL NEEDS

District	A			B			C			D			E			F			G			H			I			J		
Survey	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM
6	53	37	10	54	36	10	56	36	8	62	33	5	48	28	5	42	40	18	37	42	21	53	42	5	72	25	3	39	51	10
12	31	44	25	53	33	14	46	41	13	53	40	7	26	43	31	38	36	26	27	45	28	86	12	2	69	31	0	29	40	31
13	65	28	7	65	28	7	59	34	7	69	26	5	48	26	26	46	40	14	39	43	18	67	31	2	76	20	4	43	44	13
16	78	18	4	75	21	4	79	20	1	79	18	3	58	19	23	64	29	7	62	32	6	79	16	5	78	19	3	60	29	11
20	66	27	7	70	24	6	68	24	8	78	17	5	45	30	25	53	36	11	41	44	15	68	27	5	76	23	1	44	41	15
21	71	22	7	71	22	7	74	19	7	80	16	4	50	26	24	48	39	13	48	38	14	77	21	2	78	19	3	56	33	11
24	78	18	4	67	23	10	64	33	3	62	33	5	41	24	35	57	32	11	60	26	14	79	21	0	72	25	3	51	36	13
25	52	40	8	67	23	10	64	33	3	62	33	5	41	24	35	43	40	17	50	38	12	71	29	0	72	25	3	51	36	13
N	134			165			95			177			102			112			131			66			74			94		
Mean	61.8	29.2	9.0	65.3	26.3	8.4	63.8	30.0	6.2	68.1	27.0	4.0	44.6	27.5	27.9	48.9	36.5	14.6	45.5	38.5	17	72.5	24.9	2.6	74.1	23.4	2.5	46.6	38.8	15.6
Med.	65.5	27.5	7	67	28	8.5	64	33	7	65.5	33	5	48	26	25.5	47	37.5	13.5	44.5	40	14.5	74	24	2	74	24	3	47.5	38	13

S = Satisfactory
NM = Need More
NMM = Need Much More

*figures are listed in percentages

TABLE VII (Continued)

RESPONSE TO STATEMENTS RELATING TO THE
KEY COMPONENT OF SPECIAL NEEDS

District	Totals-All			Totals-Full Time			Totals-Part Time		
Survey	S	NM	NMM	S	NM	NMM	S	NM	NMM
6	51	38	11	55	34	11	46	41	13
12	44	38	18	44	39	17	44	35	21
13	58	32	10	63	28	9	50	38	12
16	71	22	6	65	19	6	67	27	6
20	62	29	9	67	24	9	54	36	10
21	65	26	9	70	21	9	58	32	10
24	67	25	8	68	24	8	65	27	8
25	57	32	11	58	31	11	56	34	10
N	1150			673			477		
Mean	59.5	30.3	10.2	61.3	27.5	11.2	55.0	33.8	11.2
Med.	60.5	30.5	9.5	64	26	9	55	34.5	10

S = Satisfactory
NM = Need More
NMM = Need Much More

*figure are listed in percentages

8. RESPONSE TO STATEMENTS RELATING TO THE KEY
COMPONENT OF SEX EQUITY

Student response was consistent with the full time counseling services available in Districts A, B, C, D, and E (See Table VIII).

Students response was consistent with the part time counseling services available in Districts F, G, H, I, and J.

The overall response to statements to the key component of sex equity from the ten districts shows a mean score of 60.7% in the "Satisfactory" category. For the perceptions to be meaningful to the counselors and the districts individual district responses would need to be evaluated.

9. COMPARISON BY DISTRICT AND BY GROUP OF THE MEAN FOR
EACH OF THE NEEDS COMPONENTS IN TABLES II THROUGH
VIII

Table IX is a composite of the mean scores of the districts. It simply shows each of the seven key component areas of guidance that were examined in Tables II through VIII. This is a helpful tool of evaluation for the counselor to examine needs and acknowledge recognition of services well done (See Table IX).

TABLE VIII

RESPONSE TO STATEMENTS RELATING TO THE
KEY COMPONENT OF SEX EQUITY

District	A			B			C			D			E			F			G			H			I			J		
Survey	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM
2	75	18	7	70	28	2	74	22	4	77	20	3	47	31	22	49	38	13	49	45	6	82	18	0	72	25	3	73	22	5
4	66	28	6	58	35	7	59	36	5	68	26	6	42	31	27	43	43	14	37	50	13	67	24	9	66	27	7	43	46	11
9	64	28	8	70	21	9	67	25	8	80	15	5	33	39	29	54	27	19	44	42	14	62	33	5	80	17	3	40	45	15
13	65	28	7	65	28	7	59	34	7	69	26	5	48	26	26	46	40	14	39	43	18	67	31	2	76	20	4	43	44	13
17	70	20	10	70	23	7	58	38	4	77	16	7	55	25	20	55	36	9	47	35	18	59	41	0	78	21	1	59	27	14
19	69	25	6	54	37	9	69	26	5	68	26	6	51	26	23	48	36	16	47	39	14	65	32	3	54	41	5	40	50	10
20	66	27	7	70	24	6	68	24	8	78	17	5	45	30	25	53	36	11	41	44	15	68	27	5	76	23	1	44	41	15
N	134			165			95			177			102			112			131			66			74			94		
Mean	67.9	24.9	7.2	65.3	28.0	6.7	64.9	29.3	5.8	73.9	20.8	5.3	45.9	27.6	24.5	49.7	36.6	12.7	43.4	42.6	14.0	67.1	29.4	3.4	71.7	24.9	3.4	48.9	39.2	11.9
Med.	66	27	7	70	28	7	67	26	5	76	20	5	45	30	25	49	36	14	44	43	14	67	31	3	76	23	3	43	44	13

S = Satisfactory
NM = Need More
NMM = Need Much More

*figures are listed in percentages

TABLE VIII (Continued)

RESPONSE TO STATEMENTS RELATING TO THE
KEY COMPONENT OF SEX EQUITY

District	Totals-All			Totals-Full Time			Totals-Part time		
Survey	S	NM	NMM	S	NM	NMM	S	NM	NMM
2	67	27	6	70	23	7	62	32	6
4	55	35	10	60	30	10	48	41	11
9	61	28	11	66	24	10	54	34	12
13	58	32	10	63	28	9	50	38	12
17	64	27	9	68	23	9	58	32	10
19	57	33	10	62	29	9	50	40	10
20	62	29	9	67	24	9	54	36	10
N	134			165			95		
Mean	60.7	30.1	9.2	65.1	25.9	9.0	53.7	36.1	10.2
Med.	61	29	10	66	24	9	54	36	10

S = Satisfactory
NM = Need More
NMM = Need Much More

*figures are listed in percentages

TABLE IX

COMPARISON BY DISTRICT AND BY GROUP OF THE MEAN FOR EACH OF THE
COMPONENTS LOOKED AT IN TABLES II THROUGH VIII

District Component/ Table	A			B			C			D			E		
	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM
II	64.4	27.4	8.2	67.7	24.7	7.6	65.3	28.3	6.4	72.0	23.4	4.6	47.4	28.1	24.5
III	68.9	25.9	5.2	67.1	26.9	6.0	70.1	26.3	3.6	71.0	25.3	3.7	47.9	27.9	24.2
IV	60.8	30.1	9.1	61.9	29.5	8.6	60.1	33.6	6.3	67.8	26.5	5.7	45.4	28.1	26.5
V	69.3	24.7	6.0	67.9	25.3	6.8	69.3	26.2	4.5	73.6	22.6	3.8	49.4	26.6	24.0
VI	70.4	22.7	6.9	67.7	24.1	8.2	69.6	25.7	4.7	73.9	21.7	4.4	48.0	26.1	25.9
VII	61.8	29.2	9.0	65.3	36.3	8.4	63.8	30.0	6.2	68.1	27.0	4.9	44.6	27.5	27.9
VIII	67.9	24.9	7.2	65.3	28.0	6.7	64.9	29.3	5.8	73.9	20.8	5.3	45.9	27.6	24.5
N	134			165			95			177			102		

District Table	F			G			H			I			J		
	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM	S	NM	NMM
II	49.5	35.6	14.9	48.2	36.3	15.5	71.6	25.5	2.9	74.3	22.9	2.8	51.1	36.4	12.5
III	50.1	36.8	13.1	49.9	38.9	11.2	73.4	23.5	3.1	74.7	22.0	3.3	57.3	33.7	9.0
IV	45.9	38.5	15.6	42.4	41.3	16.3	69.1	27.9	3.0	69.6	27.4	3.0	44.9	41.0	14.1
V	51.1	35.9	13.0	50.8	35.9	13.3	70.9	26.6	2.5	74.0	23.4	2.6	55.1	35.3	9.6
VI	51.7	35.4	12.9	51.7	33.3	15.0	70.3	28.1	1.6	73.9	23.9	2.2	55.9	34.0	10.1
VII	48.9	36.5	14.6	45.5	38.5	17.0	72.5	24.9	2.6	74.1	23.4	2.5	46.6	38.8	15.6
VIII	49.7	36.6	12.7	43.4	42.6	14.0	67.1	29.4	3.4	71.7	24.9	3.4	48.9	39.2	11.9
N	112			131			66			74			94		

District Survey	Totals - All			Totals-Full Time			Totals-Part Time		
	S	NM	NMM	S	NM	NMM	S	NM	NMM
II	61.3	28.7	10.0	64.8	25.9	9.3	56.4	32.6	11.0
III	63.0	29.0	8.0	66.1	26.3	7.6	58.3	33.0	8.7
IV	56.8	32.4	10.8	60.5	29.3	10.2	51.6	36.6	11.8
V	63.3	28.2	8.5	67.1	24.7	8.2	58.1	32.8	9.1
VI	63.6	27.1	9.3	67.0	24.0	9.0	58.7	31.7	9.6
VII	59.5	30.3	10.2	61.3	27.5	11.2	55.0	33.8	11.2
VIII	60.7	30.1	9.2	65.1	25.9	9.0	53.7	36.1	10.2
N	1150			673			477		

S = Satisfactory
NM = Need More
NMM = Need Much More

*figures are listed in percentages

10. COMPARISON BY DISTRICT AND BY GROUP OF THE MEAN
RANK ORDER FOR EACH OF THE SEVEN KEY COMPONENT
AREAS

Table X indicates rank order of each of the key components by district, for part time districts, full time districts and for total districts. An analysis of this table would allow a district to see individual weaknesses and strengths. Evaluation of the total district responses indicates very little variance between the seven areas. There is only 6.2% difference between the first and last ranked component. The total evaluations indicate that overall the student respondents in the ten districts are satisfied. Individual analysis indicates areas of concern. These student perceptions are for the most part positive reinforcement for counseling services and would serve as a thermometer of need as well as evidence for accountability and recognition (See Table X).

TABLE X

COMPARISON BY DISTRICT AND BY GROUP OF THE MEAN RANK ORDER FOR
EACH OF THE KEY COMPONENT AREAS

A				B				C				D				E			
District	Component/			Table	S	NM	NMN	Table	S	NM	NMN	Table	S	NM	NMN	Table	S	NM	NMN
VII	70.4	22.7	6.9	VI	67.9	25.3	6.8	IV	70.1	26.3	3.6	VII	73.9	21.7	4.4	VI	49.4	26.6	24.0
VI	69.3	24.7	6.0	III	67.7	24.7	7.6	VII	69.6	25.7	4.7	IX	73.9	20.8	5.3	VII	48.0	26.1	25.9
IV	68.9	25.9	5.2	VII	67.7	24.1	8.2	VI	69.3	26.2	4.5	VI	73.6	22.6	3.8	IV	47.9	27.9	24.2
IX	67.9	24.9	7.2	IV	67.1	26.9	6.0	III	65.3	28.3	6.4	III	72.0	23.4	4.6	III	47.4	28.1	24.5
III	64.4	27.4	8.2	IX	65.3	28.0	6.7	IX	64.9	29.3	5.8	IV	71.0	25.3	3.7	IX	45.9	27.6	24.5
VIII	61.8	29.2	9.0	VIII	65.3	26.3	8.4	VIII	63.8	30.0	6.2	VIII	68.1	27.0	4.4	V	45.4	28.1	26.5
V	60.8	30.1	9.1	V	61.9	29.5	8.6	V	60.1	33.6	6.3	V	67.8	26.5	5.7	VIII	44.6	27.5	27.9
N	134				165				95				177				102		

F				G				H				I				J			
District	Table			Table	S	NM	NMN	Table	S	NM	NMN	Table	S	NM	NMN	Table	S	NM	NMN
VII	51.7	35.4	12.9	VII	51.7	33.3	15.0	IV	7.34	23.5	3.1	IV	74.7	22.0	3.3	IV	57.3	33.7	9.0
VI	51.1	35.9	13.0	VI	50.8	35.9	13.3	VIII	72.5	24.9	2.6	III	74.3	22.9	2.8	VII	55.9	34.0	10.1
IV	50.1	36.8	13.1	IV	49.9	38.9	11.2	III	71.6	25.5	2.9	VIII	74.1	23.4	2.5	VI	55.1	35.3	9.6
IX	49.7	36.6	12.7	III	48.2	36.3	15.5	VI	70.9	26.6	2.5	VI	74.0	23.4	2.6	III	51.1	36.4	12.5
III	49.5	35.6	14.9	VIII	45.5	38.5	17.0	VII	70.3	28.1	1.6	VII	73.9	23.9	2.2	IX	48.9	39.2	11.9
VIII	48.9	36.5	14.6	IX	43.4	42.6	14.0	V	69.1	27.9	3.0	IX	71.7	24.9	3.4	VIII	46.6	38.8	15.6
V	45.9	38.5	15.6	V	42.4	41.3	16.3	IX	67.1	29.4	3.4	V	69.6	27.4	3.0	V	44.9	41.0	14.1
N	112				131				66				74				94		

Totals-All				Totals-Full Time				Total-Part Time			
District	Table			Table	S	NM	NMN	Table	S	NM	NMN
VII	63.6	27.1	9.3	VI	67.1	24.7	8.2	VII	58.7	31.7	9.6
VI	63.3	28.2	8.5	VII	67.0	24.0	9.0	IV	58.3	33.0	8.7
IV	63.0	29.0	8.0	IV	66.1	26.3	7.6	VI	58.1	32.8	9.1
III	61.3	28.7	10.0	IX	65.1	25.9	9.0	III	56.4	32.6	11.0
IX	60.7	30.1	9.2	III	64.8	25.9	9.3	VIII	55.0	33.8	11.2
VIII	59.5	30.3	10.2	VIII	61.3	27.5	11.2	IX	53.7	36.1	10.2
V	56.8	32.4	10.8	V	61.3	27.5	11.2	V	51.6	36.6	11.8
N	1150				673				477		

S = Satisfactory
NM = Need More
NMN = Need Much More

*figures are listed in percentages

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this survey was to use student perceptions to measure the effectiveness of the counseling services in ten rural school districts. Although this survey had limitations in that it was administered to only students from a limited geographic area and was not as complete or complex as it might have been because of the target population, it does reveal statistics which can be used in a positive manner to improve counseling services and counselor accountability.

The following conclusions have been made from the study:

1. Counselors find themselves in a paradoxical situation; expected to assume more roles, provide more services, meet the increased needs of an increased ratio of students and to do this with less funds, fewer hours of time, and increased responsibilities.
2. Overall the ten districts surveyed are doing an excellent job with their counseling services.
3. These districts support the key component areas of counseling services as targeted by the Illinois State Board of Education.

4. Student satisfaction depends more on the individual and the types of services offered than it does on hour of availability.
5. Counselors increase client satisfaction by meeting current needs.
6. Objectives and activities can and should be altered to better meet current student needs.
7. Student perceptions are important as evaluative tools for counselor accountability and recognition.

The following recommendations are made from the study:

1. Counselors and districts take advantage of this tool for the purpose of evaluation.
2. Student perceptions be collected and analyzed regularly to reevaluate and adjust services.
3. Districts showing less student satisfaction accept the feedback as a positive action leading to an evaluation of strengths and weaknesses.
4. Districts with exceptionally high mean scores serve as role models during inservice workshops.
5. Computerized scoring be used in future surveys in order to gain important feedback without spending limited and valuable time.

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APPENDIX

Check appropriate line - if student circle current class

☐ Student 9 10 11 12
☐ Administrator
☐ Faculty
☐ Parent

Rank the following counseling services for your school as:
satisfactory, need more, need much more

Circle the number which most accurately represents your
estimate of the counseling services in your school system.

	<u>Satisfactory</u>	<u>Need More</u>	<u>Need Much More</u>
1. Provides orientation for high school.	1	2	3
2. Assists with planning a four year curriculum.	1	2	3
3. Helps with yearly scheduling of classes.	1	2	3
4. Relates curriculum choices to career goals.	1	2	3
5. Provides academic counseling.	1	2	3
6. Increases student awareness of available services and procedures.	1	2	3
7. Provides counseling for personal problems.	1	2	3
8. Provides group counseling opportunities.	1	2	3
9. Provides adequate time for scheduling appointments and listening.	1	2	3
10. Established effective counseling relationship - makes me feel comfortable and accepted.	1	2	3

11.	Assists with misuse of drugs and alcohol.	1	2	3
12.	Identifies and prevents potential dropouts.	1	2	3
13.	Helps identify abilities, skills and aptitudes.	1	2	3
14.	Teaches self-help skills.	1	2	3
15.	Understands types, characteristics, and limitations of assessment instruments.	1	2	3
16.	Arranges for testing and interprets results.	1	2	3
17.	Has knowledge of career and occupational choice.	1	2	3
18.	Has identified employment trends.	1	2	3
19.	Provides current information on occupation and future employment trends.	1	2	3
20.	Offers individual career counseling and direction.	1	2	3
21.	Provides assistance in choosing appropriate training and education.	1	2	3
22.	Provides help for college applications and visits.	1	2	3
23.	Makes students and parents aware of financial aid opportunities.	1	2	3
24.	Communicates with parents by phone, letter or visit.	1	2	3
25.	Informs community of services, and coordinates and uses community resources.	1	2	3